

# 2018 Annual Report to The School Community



School Name: Penders Grove Primary School (3806)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 09:23 AM by Douglas Lunt  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 08:14 PM by Janine Travaglini  
(School Council President)

## About Our School

### School context

In 2019 the school's population, of 216 students, represents a diverse range of socio-economic, cultural and language backgrounds reflecting the wider community of the City of Darebin. Sixteen teachers provide comprehensive programs in all area of the Victorian Curriculum with an emphasis on English, Mathematics and Inquiry across the curriculum. Additional teaching or aide support facilitates the development of positive student teacher relationships and differentiation of learning programs. Specialist programs in Languages (Italian), Music, Physical Education and Visual Arts are provided for all students on a weekly basis. Student learning and wellbeing are enhanced by additional programs including intervention, camping, swimming, interschool sport and targeted social skills programs. The school also provides transition programs from Kindergarten to Foundation as well as from Year 6 to 7. Nine Education Support Staff members undertake a range of support services including administration, integration & intervention, the library technician role and Out of School Hours Care coordination. The school is currently in the first year of a new Strategic Plan.

The school's goals are:

- To maximise learning outcomes and learning growth in numeracy for all students F-6.
- To maximise learning outcomes and learning growth in literacy for all students F-6.
- To deepen and strengthen students' sense of engagement, wellbeing, and connectedness to school and peers.

### Framework for Improving Student Outcomes (FISO)

2018 Foci:

- Setting expectations and promoting inclusion
- Empowering students and building school pride

Progress & Highlights:

- Changes were made to the organisation of Junior School Council, weekly assembly and the student awards system based on student feedback on student voice.
- \* In 2018 work continued on the development of individualised student goals and this will continue to be a focus in 2019..
- To build on previous and well embedded successful work in professional learning teams a successful application was made for Pender's Grove PS to be involved in DET Professional Learning Communities (PLC) initiative. The school will begin this work in Semester 2 of 2019.
- Learning Specialist position has been finalised for 2019-20 with a major focus of the role being the PLC initiative and implementation of the classroom visits/observation process.
- Continuation of work undertaken in 2019 on consistency of the teaching of reading with the DET Learning specialists will continue to be a focus within the school's PD program in 2019. Particular focus will be given in Term to the training/induction of new staff but 8/10 classroom teachers at the school in 2018 will continue into 2019.
- The Pivot student opinion tool was utilised in 2018 to give teacher "real time" data on student wellbeing in their classroom and will be utilised again in 2019 to allow 2018 comparisons.
- School has been accepted into the Schoolwide Positive Behaviour initiative in 2019 that will be a major part of the LT (Student Welfare) role and the Student Engagement sub-committee will lead this process
- \* A successful application was submitted to DET for Inclusive Schools funding. An outdoor inclusive play space (sensory garden) will be installed during 2019.

### Achievement

The 2018 School Comparison measures show that our students are achieving results that are similar to what DEECD would estimate given the background characteristics of our students on NAPLAN Reading and

Numeracy in both Years 3 and 5. Students in Year 5 also performed above the state average for all Victorian government schools in Numeracy. Our 4 year average for Year Reading also continues to be above the state average for all Primary school. Our 4 year average for Year 3 and Year 4 Numeracy and Year 3 Reading is similar when compared with our like schools. Our 4 year average for Year 3 Numeracy is lower when compared with our like schools

According to teacher judgements against the Victorian Curriculum, student learning outcomes were at a similar level in Maths, and a higher level in English, when compared to other schools on school comparison measures. The school's expectation is that every student deemed capable will make at least one year's progress each year regardless of their level of achievement.

The effective use of assessment data, particularly at the diagnostic level, continues to be used to differentiate the curriculum to meet individual student's learning needs. Assessment data continues to be used to provide feedback to individual students to enable them to set their own learning goals. The early identification of factors that may affect students learning and the provision of appropriate interventions continues to be a high priority.

Additional staff have continued to be employed to provide programs that assist the learning and welfare of groups and individual students. Arrangements have also been made to allow for a team approach to planning for student learning. Time was allocated to allow release of teachers to undertake observations and class visits and to work with others on improvements to their teaching. This was a more extensive program in 2017 than it had been as in the previous year. The school's involvement in the Powerful Teaching and Learning project and the Teaching Partners Initiative provided professional development opportunities focussed on improving teacher effectiveness and capacity.

## Engagement

A consistent approach to student management that is clearly understood by all staff, students and parents and the promotion of positive relationships ensures an orderly learning environment.

According to data derived from attendance levels across all year levels during 2018, the area of Engagement is one where the school achieved similar results to those in other schools on school comparison measure. The school continues however to strive towards achieving the state median so improving these outcomes will continue to be a focus in 2019. Ongoing work enhancing the school's Inquiry Learning programs also aims to enhance student engagement in, and motivation towards, their learning.

The Buddies/Cross Age program between Year 6 & Foundation students, Year 1/2 & Year 4 students and Year 5 & Year 3 students, continued to be highly successful. . in 2019 the buddies program will continue to operate across all areas as a timetabled whole session each fortnight.. 'Student Voice' continues to be a focus with a well embedded Junior School Council in operation at the school, student leadership of weekly whole school assemblies as well as a classroom focus on goal setting and feedback.

Student attendance is similar to other schools on 4 year average School Comparison measures as well as individually in 2017. The school's expectation is that 90% of students will have 95%+ attendance and the school continues to works toward state median for student absent days. The attendance of a small number of students continues to be a concern and we will continue to work with these families and seek the support of other agencies where appropriate. Overall attendance has shown a slight improvement when compared with 2017 data with the average overall attendance rate rising from 91.2% (in 2017) to 92.2% (in 2018).

## Wellbeing

Our strong links with the local secondary school and kindergartens together with the orientation programs have supported students' successful transitions to and from primary school and has made a positive impact on Foundation enrolments. Over the last few years strong links have developed with a number of local kindergartens and childcare centres and this will continue to be a focus in 2019.

To further support students' transitions within the school we ensure teachers are provided with background information about students entering their new class that may affect the student's learning and/or wellbeing and that students know which class they will be in and, where practicably possible, who their teacher will be before the end of each school year. Students visit their new teacher and grade during the last week of Term Four.

According to data derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12 student outcomes for Years 5 and 6 students were higher than other schools on school comparison measures for Connectedness to School outcomes. This is a large improvement on 2017 measures. Work will be focussed on maintaining this result in 2019. Measures for Attitudes to Bullying are similar to those in other schools on school comparison measures. In 2018 this result was greater than the state median so maintaining this outcome will also be a focus in 2018.

The school's well embedded Bounce Back and Buddies programs teaching resilience and Social Skills are taught across all grades from Prep-6 and will continue to be a major focus in 2018. The school has maintained a vertical staff team focussing on Student Wellbeing and Engagement and a Leading Teacher continues to be employed with Student Wellbeing and Welfare as a focus. Time allocated to this role was increased in 2018 and this commitment will continue in 2019. The school received funding from DET for the building of a sensory garden/inclusive outdoor playspace and work will begin in early 2019. We expect that this addition will further increase accessibility and a sense of inclusiveness in the school playground. A further future focus will be the Schoolwide Positive Behaviours Program that the school has committed to implement in 2019.

### **Financial performance and position**

In 2018 the school continued to make improvements in the areas of general building maintenance eg. new air conditioners in F-2 building, new ICT equipment eg. additional new netbooks, as well as improvements to outdoor play areas and gardens eg. installation of outdoor instruments, installation of new playground shade sails. The school also expended additional monies on additional teaching and support staff to support the school's teacher release, literacy intervention, student support and leadership programs (in line with the school's FISO foci) as well as continuing to fund additional staff for extra-curricular music programs. The school continues to maintain a sound financial position with monies invested in preparation for future buildings and grounds improvements and/or additional student support resourcing if required.

**For more detailed information regarding our school please visit our website at**  
<http://www.pendersgroveps.vic.gov.au>

# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 207 students were enrolled at this school in 2018, 94 female and 113 male.

23 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	93.6	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.4	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.7	90.1	82.6	95.3	Higher
Mathematics	86.5	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	75.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	70.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	61.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	63.3	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	65.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	56.9	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	64.3	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	57.7	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	37.9	31.0	31.0
Numeracy	25.0	46.4	28.6
Writing	40.7	37.0	22.2
Spelling	35.7	39.3	25.0
Grammar and Punctuation	32.1	42.9	25.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.4	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	93	92	89	93	94	94

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.3	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	80.7	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	82.6	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	76.7	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,926,316
Government Provided DET Grants	\$216,683
Government Grants Commonwealth	\$46,087
Government Grants State	\$0
Revenue Other	\$7,744
Locally Raised Funds	\$198,839
<b>Total Operating Revenue</b>	<b>\$2,395,669</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$27,700
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$27,700</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,744,743
Adjustments	\$0
Books & Publications	\$617
Communication Costs	\$4,389
Consumables	\$55,058
Miscellaneous Expense <sup>3</sup>	\$168,473
Professional Development	\$6,241
Property and Equipment Services	\$136,760
Salaries & Allowances <sup>4</sup>	\$98,528
Trading & Fundraising	\$30,953
Travel & Subsistence	\$118
Utilities	\$27,295
<b>Total Operating Expenditure</b>	<b>\$2,273,174</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$122,495</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$5,153
Official Account	\$62,771
Other Accounts	\$95,854
<b>Total Funds Available</b>	<b>\$163,779</b>

Financial Commitments	Actual
Operating Reserve	\$75,895
Other Recurrent Expenditure	\$42,458
Provision Accounts	\$5,704
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$11,722
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$163,779</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').